

amph
a E. Gr
E.



A PHONETIC ALPHABET

WHY WE NEED IT
WHAT IT WOULD DO FOR US
HOW WE CAN HAVE IT NOW



This Booklet is printed by means of a new, simple, practical, efficient phonetic alphabet, that is readable at sight by any reader of English. . . .

BY
R. C. ELDRIDGE
NIAGARA FALLS, N. Y.
U. S. A.

A
PHONETIC ALPHABET

WHY WE NEED IT
WHAT IT WOULD DO FOR US
HOW WE CAN HAVE IT NOW

This Booklet is printed by means of a new, simple, practical, efficient phonetic alphabet, that is readable at sight by any reader of English. It is being sent free to a selected list of persons most likely to be interested in the subject, and who are in position to advance the introduction of a phonetic alphabet.

It will be sent free to anyone on application, together with a 64 page pamphlet by the same author entitled *Six Thousand Common English Words*, on receipt of five cents to cover cost of postage and wrapping.

By
R. C. ELDRIDGE
Niagara Falls, N. Y.
U. S. A.,



Copyright 1913
by R. C. ELDRIDGE

PHONETIC ALPHABET

The alphabet with which this booklet is printed has a letter for each distinct vowel sound. Except weak variants and diphthongs, for which no special characters are provided, each vowel represents the one sound shown in the key words and no other. Whatever sound a vowel has in one word, it has in every other word in which it is used, with the exceptions noted above. The name of each vowel is identical with its sound. It will be noted that the old vowels retain each the long sound only. The change in spelling does not change the pronunciation of any word.

In Part One no change has been made in the spelling of words except to substitute the new vowels for the old in syllables where they apply. All syllables containing the long sound of any vowel retain the old spelling, no matter how the long vowel sound is represented, and all silent letters are retained.

In Part Two the words are spelled phonetically. k, q and x, being duplicates, are dropped out, c has the sound of k except when used in a digraph, (as ch in church), while s is substituted for c where c has the soft sound. The sound of q or qu is represented by cw, and the sound of x by c or cs. The hard sound of s is represented by z, g retains the hard sound only, while the soft sound of g is represented by j.

KEY TO PRONUNCIATION

THE 12 VOWELS AND THEIR SOUNDS

The key words below will serve to show a few of the thousands of monstrous inconsistencies in the spelling of the English language.

NAME LETTERS	AS IN
a	bale, bay, bait, eight, freight.
ɑ	on, alms, are, not, was, what, of, body.
ā	at, air, pear, heir, and, has, than.
e	be, key, queen, keen, machine, yield.
ē	bet, any, said, bury, leopard, says, friend, heifer.
i	bite, fight, write, try, height, eye.
ɪ	bit, been, is, minute, busy, build, system, cyst, cities, biscuit, surfeit.
o	bone, moan, grown, mould, mode, beau, thorough.
ɒ	ball, for, or, all, north, lost, cause, off, brought, law, aught.
u	bruit, view, lieu, knew, flue, slough, sluice, suit, you.
ū	room, good, could, would, should, full, to, do, soon, push.
u	but, brother, word, us, son, other, come, country, does, nothing, gum, some, search, up, work, such, must, earth.

This type with the special characters, may be purchased from the American Type Founders Company, New York City, in large or small quantities, at regular foundry type prices

A PHONETIC ALPHABET

ITS USE WILL NOT INCOMMODOE THE
GENERAL READER

PART ONE

this buklet is printed with type of a phonetic alphabet. it is made by adding seven new vowel letter forms to our present alphabet. these letters are ordered somewhat known to you, as you will have used them all, and an average eight times each, in these first seven lines. they will occur as frequently from this on.

these new letters are for the most part so nearly like present letter forms representing the sounds these are made for, as to be instantly recognized, and still differing enough to be easily distinguished from other letters heretofore used for these sounds. there have been many phonetic alphabets invented and offered for use, but none of them has, so far as i can learn, been so simple, so readily comprehended or having so few changes from the old, and those so slight, as this. others have many new characters, and changes are so many and great that they would involve immense losses by a general discarding of type which we now have. their use would require much to be learned anew by the reader.

the seven added letters represent seven vowel sounds, each letter to take in part the place of a present vowel letter which now represents more than one sound. these new letters divide the work with the old, making a "one sound one letter" alphabet. there are shades of sounds—part sounds—that other

phonetic alphabets provide letters for, which this
 dus nat. for instance, the forthcoming edition
 of the standard dictionary is to be issued by
 Funk and Wagnalls Company of New York City, will
 use a phonetic alphabet as a key to pronunciation
 which from a purely scientific point of view is per-
 haps the equal of any in existence. yet it uses one
 letter to represent the sound of a in at, and another for
 a in air; one for a in art, another for a in artistic; one
 for o in note, another for o in poetic, etc. few will
 care to have an alphabet cumbered with added letters
 to show these fine distinctions. few know that these
 feeble variations exist. few in writing would know
 what words to apply some of these letters to. it would
 require as deep a knowledge of words and speech sounds
 to know fully and with certainty in all cases how to
 use such an alphabet, as it would to create it. a
 phonetic alphabet for general use should be so
 simple as to do away with spelling as an art.
 to adapt for general use any phonetic alphabet
 now used as a key to pronunciation by any of our
 great dictionaries would not make spelling a less
 difficult art to acquire than it now is. it would
 introduce countless uncertainties even to the educated.
 these alphabets, some of them, are marvels of erudi-
 tion and exact knowledge, but they deal in men's
 mysteries, mysteries to all but a few. it is doubt-
 ful if there are in the United States ten thousand
 persons who are thoroughly proficient in speech
 sounds. they do not abound, even in our colleges
 and universities. it is one of the most difficult,
 subtle, intricate and abstruse problems that one can
 tackle. there is no end to it, and there is no clearly
 indicated point to get off at; no telling just where

the rational ends and the absurd begins; that is, absurd if for general use as an alphabet. It is better to stop short than to go too far. It will be easy to add a new letter if found to be really needed, but impossible to get an unnecessary one out when once adapted. We now have in our alphabet three duplicate letters for which we have no real need. It would seem to be somewhat simple to just drop them, but that task has for generations proved too vast for the Anglo-Saxon mind to successfully grapple with.

Very properly profound students of speech sounds have given to the world the benefit of their learning in making phonetic alphabets for use as keys to pronunciation for text books. Unfortunately, though better qualified than others for doing so, they have not presented us with a brief, simple, distinctly lettered alphabet without diacritics, and one which stops short of the tangles of obscure speech sounds. For 999 of every thousand people such an alphabet would go but little if not farther than the one with which this is printed. In that estimate of 999 I include the professional men, printers and publishers, state and national legislators, business men and the general readers of current print. Very few of even of those classes know or care to know of the fine distinctions of speech sounds. If they did know, they would not pronounce their words differently from what they do now. We all more or less use these distinctions in speech without knowing it or needing to know of it. Why muss up an alphabet for general use with unnecessary intricacies, making it repellent and confusing to a vast majority of those who are to use it, and so increasing the difficulty of its introduction? Those wise minded people who years ago did not see the

great advantage it wud be tu exchange our present alphabet for a rational phonetic one, are oll ded now. there are nune left at present whu have a mental equipment sufficient tu think with a little, whu du nat realize the absurditis af our present orthographi, and the inadequenci af the alphabet which the inglish speaking people use as a medium af expression. let us make the change, and let us make it now. but let us make it as easi as passible, as free fram friction as passible, tu drap the evils af our present alphabet, and take an betterments which will surve tu place before the world the best language in the world, by means af the simplest and best alphabet in the world. oll this is within our easi reach. we can du oll this now, without waiting for the slow process af teaching it fram the lowest schul up. that wud take a generation tu du, and for that length af time we wud have one hundred millions af people, part af whum were capable af using the new, while uthers wud know nuthing but the old.

It is nat claimed that the new forms here in used are the best that can be made, but onli that they show clearli that there need be but few alterations and veri little confusion tu the ordineri reader in changing fram our present inadequate alphabet tu a practical phonetic alphabet, while a child or an illiterete will lern a phonetic alphabet and its simple uses in one tenth the time it takes tu lern our present alphabet and its greatli varing uses. tu the child or illiterete whu has lerned a phonetic alphabet, as great faciliiti in reading will be attained in four munths af close application as is usualli made in tu or three years by use af our present alphabet. tu know a phonetic alphabet is tu know how tu spell eni wurd one hears

pronounced, and tu know how tu pronounce enl wurd one sees in print. one can hardl realize how great a benefit that wud be. seriush inaccurete pronunciation wud disappear. a tendenc to unified pronunciation wud be strong and constant, while the apposite exists now. by those whu have tested it, in this cuntr, in france, and in england, it is believed that 1½ tu 2 years are saved tu each child in lerning tu read by means af a phonetic alphabet. stated differentl, the use af a phonetic alphabet wud be equivalent tu adding 1½ tu 2 years tu each child's schul life; in the aggregate an almost immesurable benefit tu the world. fram the furst the child wud make better progress in enl and oll studis than with the present alphabet.

the changes fram our present alphabet tu the phonetic with which this is printed are so easil made and with so little disturbance tu the general reader, and that for onli a brief time, and the advantages tu be derived thareby are so great, that no one havng the slightest interest in the world's well-being shud offer enl abjection tu thar being made.

the introduction af the seven new letters necesseril results in spelling menl wurd and sillables phoneticall. everl wurd or sillable whare one af these new characters is used is either simplified or spelled phoneticall, but aside fram that in part one af this buklet no attempt is made tu change fram conventional spelling. phonetic spelling, however, is easil possible with the new alphabet, as will be seen in reading part tu, while it is impassible with our present alphabet. tu adapt a phonetic alphabet and with it phonetic spelling, wud be tu change our orthographi fram prababl the wurst in the world, tu the best in the world.

reasons for adapting a phonetic alphabet and phonetic spelling, as some of the world's noted people see it, are given in the quotations following. but first a few words as to the English language.

"a scheme of simplified spelling," a book published by the simplified spelling society of England, alluding to that plan for simplified spelling, says:

"English is in many respects an easy language. Its grammar is remarkably simple. Its great weakness lies in its spelling. nothing else stands in the way of its being the language of international intercourse."

"It (that plan) makes English the most serviceable language for intercourse within the empire and between nations. no other language offers the same combination of advantages as ours. It has a very simple grammar and a very rich vocabulary. It is the key to a grand literature. Its only serious drawback is its—spelling."

francis a. march, among the greatest language scholars of the world, recently deceased, in an address delivered before the American philological association, of which he was president, speaking of the "monstrous spelling of the English language", said:

"the time lost by it is a large part of the whole school time of the mass of men our wretched spelling makes millions of illiterates. a large fraction of the school time of the millions is thus stolen from useful studies and devoted to most painful drudgeries It makes great numbers of children hate the sight of a book forever, and reluct from all learning good spelling would increase by millions the number of easy readers, and by millions more the number of those fond of knowledge we have attained the worst spelling in the

planet. the greatest genius among grammarians, jacob grimm, but a few years ago congratulated the other europeans that the english had not made the discovery that a whimsical antiquated orthographi stud in the way of the universal acceptance of thar language."

charles sumner, among the most learned and scholarli statesmen this cuntri has honored and bin honored by, the year before he died, sed:

"the english language has an immense future. but there must be harmoni between the written and spokēn wurd."

the hon. joseph medill, once mayor of chicogo and ownēr of the chicogo tribune, sed:

"the final supremaci of the english language in the far away future is foreshadowed by the pushing activitis of english and american enterprise, cammerce, conquest and missioneri zeal. the more closeli we studi the histori of our language, the deeper will the conviction grow that our written wurds oght nat tu be whimsical, lo-defying and troublesome appresors, but loyal and obedient servants, folling nimbl and aptli intu thar places without the help of a sērch warrant."

dr. w. t. harris, whu in his time was veri pramnent as a teacher in this cuntri, was superintendent of schuls in st. luis for some years, and when there carrid an carefulli conducted experiments in teaching children with the aid of a phonetic alphabet. dr. vaile, himself one of the most learned and progressve scholars in the cuntri and a forceful advocate of a reformed orthographi, ses of the wurk of dr. harris:

"his reports as superintendent of the st. luis schuls are regarded both in our cuntri and europe as among the most valuable literature

existing an practical education. he became u. s. commissioner of education in 1889, and is universall regarded as the foremost educator of our cuntr.

we quote fram dr. harris' report:

"the american child must spend a large portion of his schol days learning, one by one, the peculiar combinations of the written words of his language. in fact, there are at least five years as good as thrown away learning the mass of heterogeneous conventionalities dignified by the name of orthography. if the phonetic alphabet were adapted, the five years cud be saved, and cud be devoted to useful science. it has been demonstrated by actual experiment that children will learn to spell the english language far more correctly and in one half the time, by first learning to read in the phonetic way, which can be done in a few days."

dr. e. o. vaile, ("our accursed spelling," page 22) quotes max muller, one of the greatest scholars the world has produced, long the head of comparative philology, oxford university, and head of men's associations of learning:

"this system of spelling has really become one of the greatest national misfortunes, swallowing up millions of money every year and blighting all attempts at national education."

muller quotes lord luttun as saying:

"a more lying, roundabout, puzzle-headed delusion than that by which we confuse the clear instincts of truth in our accursed system of spelling, was never concocted by the father of falsehood."

muller further ses:

"can this unsystematic system of spelling english be allowed to go on forever? is every

English child, as compared with other children, to be mulcted in two or three years of his life in order to learn it? are the lower classes to go through school without learning to read and write their own language intelligently? i do not believe that such a state of things can or will be allowed to go on forever." he speaks of "the misery endured by millions of children at school, who might learn in one year, and with real advantage to themselves, what they now require four or five years to learn and seldom succeed in learning after all."

dr. w. d. whitnall was professor of sanskrit and comparative philology in yale from 1854 until his death in 1894. he was editor-in-chief of the century dictionary. speaking of our deplorable spelling, he says:

"if we expect that our tongue become one day a world-wide language, understood and employed in every continent and in every clime, then it is our bounden duty to help prepare the way for taking off its neck this heavy millstone. we can not help seeing how serious an obstacle to the wide extension of a language is a mode of writing which converts it from one of the easiest in the world into one of the hardest for a foreigner to acquire and use. . . . we do not, indeed, easily realize how much of the learning time of each rising generation is taken up with mastering the orthographical intricacies, how much harder it is for us to learn to read at all and to read and write correctly, than it would be if we wrote as we speak. our language, from the simplicity of its grammatical structure, would be one of the easiest in the world to master if it were not loaded with its anomalous orthography."

Robert Stein, eminent scholar and writer, now connected with the geological survey, Washington, says:

"experiments have proved that with a phonetic alphabet children do learn to read and write in two or three months and need no further spelling lessons."

speaking of the careful experiments of Dr. W. T. Harris with a phonetic alphabet in St. Louis, he says:

"this showed a saving of from 1½ to 2 years in learning to read. It was found, moreover, that these children not only learned to read rapidly but that they learned to spell the ordinary spelling more correctly than other people."

herewith I give you quotations clipped from a publication of the U. S. Government, entitled "the spelling reform," by Dr. Francis A. March. W. T. Harris was at the time head of the educational department of the government. The work contains various reports from the American Philological Association, and my quotations are from them.

"experiments have been made in different parts of the country since 1845 to ascertain the amount of time required to learn to read the English language when printed in a phonetic alphabet. The average results have shown that about two years may be saved in learning to read by the phonetic method."

speaking of the carefully conducted St. Louis phonetic tests, it says:

"previous to the introduction of the new alphabet, the children required a year to finish the first reader and another year to finish the second. No child began the third reader before the third year. With the phonetic alphabet two books were printed instead of one (a primer

and a furst reader) dubling the amount af read-
 ing matter. one hundred and fifti primari
 teachers cammenced teaching the buks, prin-
 ted in leigh's (phonetic) type, at the beginning
 af the year, and in ten weeks' time oll reported
 the primer finished and well lerned. a secund
 ten weeks finished the furst reader with
 thoroughness. in the secund half-year the en-
 tire secund reader was finished by meni
 pupils and at least one-half af it by oll. the
 bright pupils whu were promoted fram class tu
 class, and nat kept back by the dull pupils, were
 found tu be able tu complete in the furst year
 the primer and the furst reader in leigh's type,
 and the secund reader and 100 pages in the
 thurd reader in the ordinari spelling. this
 showed a saving af fram one and one half tu
 tu years in lerning tu read. by the
 phonetic alphabet a child may be toght the art
 af reading, nat fluently but well, both in pho-
 netic and ordinari buks, in three munths, a
 task which is rarely accomplished in three
 years af toil by the old alphabet."

andru carnegi, a man with a big purse and a
 hart tu match, (a combination nat tu frequentli
 found) and whu has devoted both muni and persunal
 effort tu improving our orthagraphi, ses:

"sume day, i believe, inglish is destined tu be-
 come the wurd language, the vehicle af under-
 standing among nations. but its rise tu this
 position, as well as its present international
 usefulness, is abviusli hindered by the absurd
 spelling, which pruves such an abstacle tu our
 own children, even those af native born
 parents. no matter how highli trained a man's
 reasoning power may be, he cannot lern tu
 spell inglish by analogi. our spelling is
 arbitrary and nat based an reason. combina-
 tions af the same letters represent wideli dif-

ferent sounds. think af the saving in time and effort if our children cud lern the sounds af the letters and, using these sounds as a basis, instantly pronounce eni wurd when written or spell eni wurd when pronounced. think how much more quickly the foriner wud find our literature open tu him, be able tu get at first hand a knallege af the real purpos af our guvernment, a real understanding af our people."

bishop thurwoll, an eminent scholar, loked upan our spelling as "a mass af anamalys, equally repugnant tu gud taste and cammun sense."

in the report af a cammitte tu the provincial association af nova scotia in 1912 this accurs.

"an avêrêge perlad af tu years is spent by each persun in lerning tu spell according tu the présent sîstem. under a rational sîstem spelling cud be mastered in tu months."

"numerous experiments, (cited by benn pitman in 'life and labers af sêr isac pitman') have pruvêd that by using a phonetic alphabet, it takes onli a month tu teach children tu read with tolerable fluenci, and that they are tharby enabled, with veri little practice, tu read also the ordineri print. af this fact professor alexander graham bell claims tu be a wolkîng pruf, havîng bin toght by that methad. in uther wurds, the easîest way tu lern tu read the ordineri print is tu begîn with a phonetic alphabet, that is tu say, an alphabet havîng one letter for everi elementari sound in the language and using olways the same letter tu represent the same sound."

PART TWO

in hwich the wurdz ar speld foneticali

the report av the camishun av educashun for the yer 1911, the latest av hwich thar iz a ful report, givz the number av enrolld scalarz in the sculz av this cuntrī az 20,879,908. thar must be sum mīlyunz mor strivīng tu plc up in varius uthēr waz a nalej av our langwēj. ar tha nat ol entitld tu hav an ezil understud fonetic alfabet—wun hwich wil mac thar scul daz and ol thar studiz much mor īterēstīng and efīshēnt, givīng the plezhur and glad thril av sucēs īsted av the pan and wurl and the stīng av defet? evērl qthorītī that i hav found an the sub-jēct, and i hav dug nat a lītl in that feld, plasez the savīng av tim bi the yus av a fonetic alfabet at nat les than fram wun and a haf tu tu yerz ech, and sum tu much mor than that. tu ech īndivīdual pupl that iz an enōrmus gan, equīvalēnt tu adīng wun and a haf tu tu yerz tu ech child'z scul lif. for 9 av evērl 10, that iz the most īmportant perīad av lifo that realī menz adīng an agregat av fram 30,000,000 tu 40,000,000 scul yerz. alowīng at yerz as an avērej av a child'z scul lif, īt menz that thurtī mīlyun tu fōrtī mīlyun yerz ma be savd and devoted uthērwez tu further educashun ech at yerz. hwar els in human egzīstēns iz thar such ecstravagant and such unnēs-esērl wast? hwar els such wid open apērtunītī tu sav? sav, tu, hwar īt īs ezīer and chepēr tu sav than nat tu sav.

during everi at yerz twenti milyun litl men and wimen mac furst obesans tu the world and asc at our handz the rezunabl faver av the ezilest, cwilest, plezantest and most reliabl wa tu fit themselvz for gud, wiz, intelljent and efshent sitizenship. that endles, insesant proseshun wil nat be stado twenti milyun ar and forever wil be constantli an that jabo shal we stil turn that vast strem av helples and imatur humaniti intu a feld av caas, blindli tu grop, stumbl and druj, bewilderd at everi turn, ever dis-curejd and ever dismad, hwèn we can, az bi the turn-ing av a hand, giv them candishunz for abtaning a respectabl and yusful educashun bi menz av the simplest alfabet and the most camplet langweij that the world afordz? the seven thouzand af thez nu cumerz aded ech da in the yer wil be band or blest az we du or du nat giv them a helping hando

that the alfabet her prezented and bi hwilch this articl iz printed duz nat tech ol that an ecspert filalo-jist mit wish tu hav it du, goz without saing; but thar ar meni huz ampl scalarship wil never be douted, hu se the danjer av a tu elaborat distingwishing av wec soundz bi leterz, and the evil rezults tharaf.omas ro lounzber, a professer av inglish for meni yerz in yal, hwar he stil retanz an emeritus pozishun, iz a voluminous riter an the inglish langweij, and hiz naleij tharaf iz prababli az grat az that av eni livng scalar. i cwot fram an articl av hiz printed sum yerz ago in the senchurli magazen. specing av the slit diferensez in soundz for hwilch separet leterz ar uzd in sum alfabets, he sez:

"thez diferensez wud go unreprezented. no alfabet that iz intended tu be a wurcing wun wud ever set out tu distingwish eni but

brōdlī marct and clerlī defind soundz. the fil-
 alojist can get up hīz characterz canvaing deli-
 cat dīstīncshunz, evēn av īntonashun ; the cam-
 un man duz nat ned thēm. . . . so, īn
 the mater av soundz, a fonētīc alfabet wud marc
 onlī thoz brōd and cler dīstīncshunz hwīch
 ar aparēnt tu the ōrdīnerl mēn. ōrthagrafl
 bast an such an alfabet wud asum, az the vērī
 foundashun upan hwīch tu bas ītself, the
 egzīstēns av a standard pronunslashun. īt īz
 that alon hwīch the spēllīng wud rēcagnīzō
 provīnshal specērz az a cansecwēns wud ōlwaz
 hav befor thar īz, īn the fōrm av a wurd ītself,
 the prapēr pronunslashun av īt, bī hwīch tha
 wud be abl tu campar, and īf nēsēsērī cōrēct,
 thar on. . . . but a fonētīc spēllīng, wuns
 establīst, wud tech īts on pronunslashun
 wīthout help fram enī uthēr cōwōrtēr. . . .
 ōl the mītī īnfluēns welded bī educashun īm-
 pozīng īts lōz upan the child, and a prīnted
 lītērachur apēllīng canstantlī tu the ī av the
 adult, wīl be unseīnglī at wurc tu hold pro-
 nunslashun stēdīlī tu īts plaso”

the falōīng ecstracts fram reports av the amērican
 filolajīcal asosiashun emfasīz the dēzirabīlītī av
 the simplest pasībl ēfīshēnt fonētīc alfabetō

“an alfabet īntended fōr yus bī a vast camunītī
 ned nat atēmt an egzōstīv analīsis av the
 elements av ūterans and a rēprezēntashun av the
 nīsest varīētīz av artīculashun ; īt ma wel lev
 rum fōr the pla av īndīvdual and local pronun-
 slashunō”

“the jēneral standard must ōlwaz be severlī
 simplō īt īz nat dēzirabl tu admīt īn īt the

ever-varling glidz and flnlshez and culorlngz av fashunabl or vulgar articulashun; or evn the most stabl and jeneral culorlngz produst bi adjasent leterz az long az tha ar without signiflcanso”

“no langwej haz ever had, or iz lich tu hav, a perfect alfabet, and in chanjing and amending the mod av ritng av a langwej long riten, regard must nesesserli be had tu hwat is practical pastbl cwit az much az tu hwat iz inherenti dezirablo”

the falong fram the prefes av wun av macs muler’z wurcs shoz the sam trend av thot toard a simpl alfabeto

“ol ecsperiens, past and prezent, shoz us a tendensl, nat toard grater refinement bi incresng the alfabetical sinz, but toard grater simplisiti bi redusing themo”

we ma count it setld that it iz nat wiz tu lod an alfabet lic this with further impruvments. plozibl reznz ma be givn for durng so, but uther mater aded befor ful introducshun wud hav far grater power tu sinc than tu ado az it iz, if the guvernment wud at wuns introdus it intu the sculz av its wordz—among the hawayanz, the flilpenoz, the porto recanz, natlv alascanz, indian sculz and the sculz av the district av columbia, the gud rezults wud be sen olmost immediatl, and the stats wud falo sut with ltl delao wun can scarsli mezhur the advantejez that wud falo the adapshun av that cors bi the uo so guvernmento it wud giv the english specng world an abject lesn that wud wurc az a cantajuno. everi child born beneth an anglo-sacsun flag is entitld tu a nalej av the

Inglish langweĵ, and hwat he lacs av gettīng ȳt ȳz so much stolen fram hīm bi thoz hu shud protect hīm and se that he gets hīz duzo

Inglishmēn ar camplanīng that the bur langweĵ ȳz outstripiīng Inglish thruout Ingland'z vast pozeshunz ȳn south africa. tha frell admīt that the camplecsiti and dificultiz av the Inglish orthagrafi ar the chef cozezo campard with that uzd bi the burz, ȳt ȳz sed tu be hoplesli inferiario the introducshun av this alfabet thruout ol thar sculz wud at wuns revers candishunzo

fōr jēnerashunz ȳt haz bīn non and frell and jēnerali admīted that the olmost unlērnabl orthagrafi av the Inglish langweĵ waz the wun uncrosabl bar that prevented the camun pepl av ashia, the subjects av grat britn, fram lērnīng the Inglish langweĵo thoz pepl can nether red nōr understand hwat thar gūvernment propozez tu du with them or fōr themo ȳt ȳz a serlus reproch tu the hol anglosacsun wuld that ȳt duz nat giv everi child bōrn beneth ȳts flagz the simplest, ezilest and most efishent manēr av lērnīng how tu red, rit and spec the Inglish langweĵo the 65,000,000 children av scul aj ȳn the ashiatric pozeshunz av the unīted cīngdum ar groīng up, fōr the most part, with verli liti nalej av the Inglish langweĵ, or av the grat activ and progrēsiīv wuld ȳn hwīch tha līvo. giv the child a chanso hwatevēr hīz ras, giv hīm a chanso help hīm tu lērn the Inglish langweĵ ȳn the brefest, most efēctīv and plezantēst manēro ȳn dūīng so yu giv hīm the ecstra tu yerz av lērnīng, and bi ȳt thru hīz entir lif yu wīl ad power tu hīz gud rit arm and efishensli and sērtentiī tu ol hīz mental prasēsezo ȳt wīl mac hīm a bēter man fōr hīmself, fōr hīz famali, fōr hīz naburhud, fōr hīz

nashun, for hîz ras and for the worlde giv him a chanso

much tim and mun, bact bi lernîng and abiliti av the hiest order, hav for sum yerz bin devoted tu the coz av simplifid spellingo the inan apoziashun and ridicul that at furst confrunted the movment hav bin about silenst, and tharfor a gud foundashun for fuchur sucsesful wurc haz bin lad; but so far az uzing simplifid spelling bi publsherz iz cansernd, the rezult haz nat bin veri encurejîng nor ol it shud hav bino

sum av the simplifid spelling advocats ar alowîng twenti yerz mor tu acamplish its camplet introducshuno if onli wun av thez nu vowel leterz wer introdust intu curent print ech yer, fonetic spelling cud be full establisht in seven yerz, hwil the children and literets cud hav the benefit av it at wuns, and ol the worlde for ol fucher ajezo

fonetic spelling setlz the simplifid spelling problem completl, and just az everi advocat av simplifid spelling ecspects and dezirz that it wil sum da be setldo fonetic spelling bi this alfabet wud rech the gol av simplifid spelling bi a null survad, shorter and betêr rodo

if nuzpaperz and magazeniz shud print fonetical wun calum or paj av ech ish, in a short tim tha cud print altugether fonetical without in the lest jarîng the sensibilitiz av thar redêrzo if it cud be that for tu wecs ol curent prints wud be ishud speld bi menz av this alfabet, full in fonetic, nat wun intelljênt persun wud be wilîng tu go bac tu the oldo for no mater how scild the redêr in the old spelling, the simplisiti and uniformiti av the fonetic spelling,

the sɛrtɛntɪ av prɒnʊnʃlʌʃʊn, and the pɛrfɛkt lɛgɪbɪlɪtɪ av the wɜrc wʊd be sɔ apərənt and the rɛlɛf tʊ the ɪz sɔ grət, that nɔ wʊn wɪth a lɪtl bɪt av camʊn sɛns wʊd be wɪlɪŋ tʊ go bæk tʊ the ɒld.

tʊ dʊ wɪthʊt kəpɪtəl lɛtəz ɪz nɑt ə nɛsɛsəri pɑrt av θɪs plæn fɔr ə fɒnɛtɪk əlfabɛt. ɪt ɪz, hɒwɛvər, klænd bɪ mɛnɪ that θər wʊd be ɪmpɔrtənt ədvəntəʃɪz ɪn əbændənɪŋ θər jʊs, and the fækt that wɛ dʊ nɑt mɪs ɔr nɛd θɛm ɪn spɛʃɪk sɛnz tʊ prʊv that θə ɑr sʊpərfluʊs. ɪ bɛlɛv that ɪt wʊd be bɛtɛr tʊ drɒp θɛm, and θɪs bʊklɛt ɪz prɪntɛd wɪthʊt kəpɪtəlɪz tʊ ʃoʊ ə sɑmpl av sʊʃ kəpɪtəl lɛtəz. le mɑɪtʁ fɒnɛtɪk, ɔrgən av the ɪntɜrnəʃnəl fɒnɛtɪk əsɒʃɪəʃn, pʊblɪʃt ɪn frɑns and jʊzɪŋ mɛnɪ lɑŋgwɛʃɪz, ɪz prɪntɛd ʃɛfɪl wɪthʊt kəpɪtəlɪz, and əkəʒnəlɪ ʊðər mɑtɜr sɔ prɪntɛd əpɜr. ɪn rɛdɪŋ ɪt wʊn ɪz nɑt, ɛksɛpt ət fɜrst, dɪstɜrbd bɪ θər əbsɛns. ɪt əfɛndz the ɪ əlɒn. θɪs sʊbʃɛkt ɪz mɔr fʊl dɪskʊst ɪn ə pɑmfɪlɛt ɛntɪtɪd "sɪks θaʊzənd camʊn ɪŋlɪʃ wɜrdz, θər kɑmpərətɪv frɛkwɛnsɪ and hwat kæn be dʊn wɪth θɛm," hwɪʃ ɪ pʊblɪʃt ɪn 1911. ɪ kən fɛs tʊ ə lɪtl ʃæk hwɛn ɪ fɜrst sɔ the prɪntɛd prʊf av pɑrt wʊn av θɪs wɜrc and the nɑmz av ə nʊmbɜr av the wɜrld'z grætɛst skɒlɜz prɪntɛd, ɪnʃəlɪz and ɔl, ɪn lɔɜ kæs tɪp. rɛd tʊ mɛ əlɒd bɪ ʊðərz, əz ɪ hæv həd ɪt dʊn bɪ mɛnɪ pɜrsʊnz tʊ nɔt the fæstɪtɪ wɪth hwɪʃ ɪt kæn be rɛd ət fɜrst, ɪt prʊvz tʊ be ɔl rɪt. ɪt ɪz the ɪ əlɒn that rɛzɛnts the ʃændʒ. bʊt the ɪ ɪz ə fɛlɔ av ɪnfɪnɪt prɛʒʊdɪs. wɛ kən ət əfɔrd tʊ hʊmɜr hɪz hwɪmz, bɛkɔz ɪt ɪz tʊ ɔr hɑrm, and lɛdz ʊs tʊ wəz wɪthʊt camʊn sɛns. hɛ ɪnʃɪstz ɒn ɔr spɛlɪŋ bɔ, b-e-a-u, pʊtɪŋ ɪn θrɛ lɛtəz hævɪŋ nʊθɪŋ hwətɛvɜr tʊ dʊ wɪth the prɒnʊnʃlʌʃʊn and lɛvɪŋ ɔt wʊn av the tʊ hwɪʃ ɑr ɔl that ɑr nɛdɛd tʊ mæk prɒnʊnʃlʌʃʊn pɛrfɛkt. nɔ wʊn,

foneticali tot, wud spel the wurd eni uthər wa than b-o, or cud pasibl mispronouns it hwēn so speld. In our orthografi we hav, much tu our harm, and for long enuf, violatēd gud manērz and camun sēns tu plez the iō the i iz techabl. we must mac it our sērvant and nat our master, for the childrēn ar coling us.

It duz giv wun, at furst, a littl shac tu find wurdz speld dīferenti than he iz uzd tu. the mor absurd the old spēling, the grater the shac at fonetic spēling. stil az the chanj iz fram the absurd tu that av rezn wun hu haz the rezn wīl survive. we ma nat mind it so much tu se great speld g-r-a-t, but hwēn we se eight speld a-t, thar iz lich tu be a mor livli spazm. however, hwēn the shac haz cwiētēd down a littl, the victīm wīl begīn tu wunder hu the ful cud hav bin hu furst thot tu put in the for lēterz hwīch canat hav enīthing tu du wīth pronounsing the wurd and tu lev out wun av the tu lēterz hwīch av themselvz spel the wurd pēfectli.

this jēnerashun and falōng wunz ma stil red and understand our prēzēt print, and the grat wēlth av rich līteratur the past has so jēnerusli stord for us bi to the redērz av the prēzēt jēnerashun ma adjust themselvz tu the nu az tha yuz it, and evēn fram the furst our'z yus, hav littl dīfīculti or dela in reding, hwīl ol wīl be intērestēd and plezd, rather than trīd, bi noting how ezli and rapīdli it ma be mastērd and without fēling that it must be formalī studēd and lērnd. that semz tu me af grat īmportans.

It iz wēl tu bar in mind that the alfabet wud pas thru a sezan av yuth, and wīl be capabl av taciŋ an īmpruvēmēnts az it maturz and ajēz, and az nedz apēro

thar nēver waz a reznabl ecscus fōr cantīnuīng
our crazī cwlīt ōrthagrafl. It haz bīn a pēpēchual
dīzaster, and ēvēr rēcagnīzd az such bī thoz hū gav It
cōnsīdērashun. tū-da Its evīlz ar grātēr than ēvēr
befor, becōz av the grātēr number and rapīd īncres
av īnglīsh specīng pepl, and the real nesēsītī, ēvēr
grōīng, fōr sprēdīng the yus av the īnglīsh langwēj
amung nan-īnglīsh-specīng peplz. It īz a fact, wun
wurthī av cōnsīdērashun, that ēvērī ras and pepl
nedz and wud be the bētēr fōr havīng the yus av the
īnglīsh langwēj, and that īnglīsh specīng pepl ned tū
hav thēm hav and yuz It.

thar nēver befor waz a tīm hwēn a rēfōrmd ōrthag-
rafl waz so ezi tū atan az nōw, becōz nēvēr befor
wēr the evīlz av our prēzēt ōrthagrafl so thurōlī
undērstud bī the jēnērāl publīc az nōw, nōr so mēnī
planz fōr rēfōrming It so wīdlī dīscust and urjd az
nōw.

i dū nat thīnc that a fōls sēns av madēstī shud
prēvēnt mī sāīng that nēvēr befor haz thar bīn a
fonētīc alfabet hwīch cud be so īnēcspēnsīvī īnstōld,
so prāptlī and cāmplētī acwīrd and undērstud bī
jēnērāl rēdērz, az the wun wīth hwīch thīs buclēt īz
prīntēd. wun hū redz It dūz nat ned tū be told av
Its mērītso. he dūz nat ned tū hav It go thrū the
handz av a cāmītē tū help hīm pas jūjment an It
thīs īz a sampl av the wurc It wīl dū, ampl īn
amount tū enabl a rēdēr tū fōrm a jūjment av It. īf
he cān at fūrst rēd It wīth reznabl fasīlītī, he wīl nō
that ūthērz cān ōlso. he wīl nō that ēvērī tīm he
redz fonētīcālī spēld prīnt It wīl be mōr ezi than
befor, untīl he cān rēd It wīth ez and sērtētī sur-
pāsing that wīth hwīch he cān manēj our prēzēt
prīnto. part wun shōz a sampl av hwat the mēr īn.

introducshun av the nu leterz ma du without attempt-
ing tu spel fonetikal, ecsept az the nu leterz
otomatical du soo part tu shoz fonetic spelling
thruout. it iz impasibl tu red ether without seing
that grat impruvment iz mad bi its yuso

it iz wel tu not that thez nu leterz lend themselvz
redil tu r1tn wurdz. that iz nat the cas with
leterz hw1ch yuz diacritics

hwatev1r folts this alfabet ma hav, it wil du and
du wel and 1necspensivl the esenshal thingz f1r
hw1ch a fonetic alfabet iz recwird. it ma be 1n-
trodust 1ntu 1l curen1 print 1l at wuns with v1r1
l1tl fr1cshun, 1r wun 1r tu leterz at a tim with no
apreshabl fr1cshun hwatev1r. it ma be introdust
bi a camb1nashun amung a number av publish1r—
a fu b1g dal1z 1r magazenz tak1ng it up wud set1 it
at wuns—1r bi the guvernment prescrib1ng a formula
f1r its gradual introducshun, cupld with an act
g1v1ng markt advantej 1n postej rats tu thoz hu
camplid tharwith over thoz hu did nat. it ma be
introdust 1ntu primar1 sculz with v1r1 l1tl ecspens1
a pr1m1r and furst red1r wud wel beg1n the wurco

can we aford tu cep the child 1n scul unt1l 16 yerz
old, hwen we can bi a b1t1r s1stem av tech1ng, f1r a
much l1s mun1 cost, g1v h1m the sam scalarsh1p at
14 1r 14½ yerz? can we l1ng1r aford tu acsept fram
the handz av the tech1r, our yuths at 16 yerz with a
s1rt1n degre av scalarsh1p, hwen bi a b1t1r s1stem av
tech1ng, with mor cumfort tu both pup1lz and
tech1r, tha cud atan a scalarsh1p ecw1valent tu
1½ tu 2 yerz further scul1ng?

ar we tu p1r1st thru 1l the cum1ng aj1z 1n
lev11ng and calect1ng \$1600 1n tacsez tu creat and

mantan our sculz, hwēn bi an impruvd sīstēm av techīng, ezilī atand and much mor plēzantlī and cumfōrtablī aplid, we can rech bēter rezulz bi a tacs av fram \$12.00 tu \$13.00? hwar īz the graft hwīch camparz tu thīs īnsēsant, holsal, valūnterī scwandēring av mun? īz the anglo-sacsun an īncampētēnt?

tu me īt semz that thar īz a vital cwēschun up, and wun az rip fōr settlēmēt tu-da az īt ēvēr wīl bēo īt īz thīs:—īz the anglo-sacsun ras tu cantīnu īndefīnītīlī tu cāduct the most īmportant and most ēcspēnsīv dēpartmēt av īts dōmēstīc ēcānomī īn an īncēscuzablī bad fashun, wurs and mor ēcspēnsīvlī than ēnī uthēr nashun īz nōw dūring sīmīlar wurc, hwēn īt can, wīth camparatīvlī lītīl īncāvenyēns, chanj the mod tu wun olmost īnfīnītīlī bēter, and bi dūring so sav mīlyunz av dalarz ēch yer, and ēch yer ad mīlyunz av yerz av scūlīng tu the scalarshīp av the ras? īt semz tu me that thīs cwēschun cāntānz a far, ēvēn an ēgzact portraal av cāndīshunz. thar īz nat a tras av ovēr-culēring or ēgzājērashun īn īto

i bēlev that amung thoz hu thīnc, onlī wun ānsēr tu that cwēschun īz pasīblo

(see next page)

AN APOLOGY

i tuc up the producshun av a fonetic alfabet verɪ reluctantlɪ. ɪn fact, befor undertacɪŋ thɪs wurc i sent an identical leter tu ech member av the simplɪfɪd spellɪŋ bord offerɪŋ that asosɪashun \$250.00 tu offer az a priz for the best fonetic alfabet, tu be az partlɪ describd ɪn mi leter. the offer waz nat acseptɪd bi the bord, and eventualɪ i tuc up the wurc av produsɪŋ a simpl fonetic alfabet miself.

the macɪŋ av a fonetic alfabet ɪz supozd tu be the tasc av the scalar, and av hɪm alon. had i belevd that tu be oltugethɪr tru, the wun wɪth hwɪch thɪs buclɪt ɪz prɪntɪd wud nat hav blɪn mad. i am nat a scalar. i no nuthɪŋ av enɪ langweɪ ecsept ɪŋglɪsh, and mi naleɪ av that ɪz cwɪt lɪmɪtɪd, yet i hav realizd the ned av a fonetic alfabet for 60 yerz, and hav non hwi i wɒntɪd ɪt, and hwat i wɒntɪd ɪt tu du for me and min. i no ɪt ɪz nedɪd az much for uthɪr. ɪt semz clɪr tu me that, noɪŋ the nedz, ɪt ɪz wɪthɪn the sfer av an ɪnvɛntɪr or av a cantrɪvɪr tu mac sutabl tulz tu du the wurc wɪth. ɪt ɪz tru that ɪn thɪs cas ɪf the ɪnvɛntɪr wɛr ɒlso a scalar, deplɪ lɛrnd ɪn spech soundz, ɪn ɔrthoɛpɪ, fɪlɒlajɪ, etc., hɪz ecwɪpmɛnt wud be bɛtɪr for the wurc; nat so much for cantrɪvɪŋ the alfabet, but he wud be far bɛtɪr fɪtɪd for prɛzɛntɪŋ ɪt tu the worlɪd. i hav mɪst that scalarshɪp verɪ much ɪn campozɪŋ and campɪlɪŋ thɪs buclɪt and adaptɪŋ ɪts wurdz tu the alfabet and i am ferful that mɛnɪ ɛrarz hav crɛpt ɪn. ɪn such casez ɪt wɪl be sen that the fɒlt acurz, nat fram the ɪnadecwasɪ av the alfabet, but fram the ɪncampɛtɛnsɪ av the rɪtɪr. nɛsɛserɪlɪ scalarshɪp must be enlɪstɪd ɪn aplɪŋ and adjustɪŋ wurdz tu thɪs or enɪ uthɪr alfabet. the real wurc ɪz yet tu be dun aftɪr the alfabet ɪz mad.

then the ecspert, the speshalist, iz indispensable the lecsicagrafer wil put him an the jabo but let nat the scalar camplan or scold at this sudden intruzhun av a ranc outsider intu hwat he thincs iz his domano the best and most praper wa for him tu sho his indignashun iz tu go tu wurc and forthwith mac a beter alfabeto i hav with ecspectansi, wated for him tu du that wurc for at lest 50 yerzo for ol that tim thar hav bin sinz sumhwar an the horizon that he waz about tu du ito everiwun hu waz capabl av thincing nu it shud be dono ech told the uther av ito thar tha let the mater drapo az it neded tu be dun, and az the scalarz declind tu du it, i hav had the odasiti tu undertac ito i wish tu se it at wurco i am a patriarc av a moderetli numerus prajenito amung them ar seven litl grat grandchildren. tha ar fast aproching the torchur ajo ech da in the yer 7000 litl pepl lic them rech the aj av torment, and begin an endurans test with our shamful alfabeto in thar strugl milyunz wil be cast asid az falyurz or az barli mising falyur, hu wud atan sucsees if tha cud hav az gud an alfabet az this tu wurc with in laing the foundashun for thar fuchur carerzo i wish tu se an end put tu that torchuro

this must be mi excus and apaloji for produsing this alfabeto the children ar coling, and i cud wat no longer for thoz beter cwalifid tu du the jabo the stat av afarz herin detald muvd me tu acto ma it du the sam for yuo

i shal be glad tu her fram everiwun hu gets a capli av this wurco i wish tu no:

furst, hwether the resipient persunal wil be wiling, for the sac av the gratli neded impruvment it wud mac in our orthagrafi, tu hav this alfabet

with fonetic spelling introdust intu our curent print
—nuzpapērz, magazenz, etco—ether ol at wuns or
gradualo

secand, hwether he belevz it bēst tu introdus a
fonetic alfabet and fonetic spelling intu the loer
gradz av our sculzo

R. C. ELDRIDGE,

Niagara Falls, N. Y.

U. S. A.



